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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Identifies main topic and key details in a text; retells stories (RL.K.2; RI.K.2)  \*Independently or with read aloud | With prompting and support,   * Attempts but is unable to retell a story in sequential order or remember key details * Is unable to identify the main topic and key details | With prompting and support,   * Inconsistently retells a story omitting key details and/or improperly sequences events * Inconsistently identifies the main topic and key details * Only summarizes the gist of the text without providing details | With prompting and support,   * Consistently retells a story in proper sequence using key details * Consistently identifies the main topic and key details | Without prompting and support,   * Consistently retells a story in proper sequence using key details * Consistently identifies the main topic and key details |
| Identifies/ Describes elements in literature and informational text (RL.K.3; RI.K.3)  \*Independently or with read aloud | With prompting and support,   * Is unable to identify characters, setting, and/or major events * Is unable to describe the connection between two individuals, events, ideas, or pieces of information in a text | With prompting and support,   * Inconsistently identifies characters, setting, and major events * Inconsistently describes the connection between two individuals, events, ideas, or pieces of information in a text | With prompting and support,   * Consistently identifies characters, setting, and major events * Consistently describes the connection between two individuals, events, ideas, or pieces of information in a text | Without prompting and support,   * Consistently identifies characters, setting, and major events * Consistently describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Recognizes common types of text and their structure (RL.K.5; RI.K.5) | * Little or no recognition of the different types of text * Is unable to identify the front cover, the back cover, and the title page of a book | * Inconsistently recognizes different types of texts * Inconsistently identifies all parts of the book such as front cover, back cover, or title page | * Consistently recognizes different types of texts (storybooks, poems, fantasy, informational) * Consistently identifies the front cover, the back cover, and the title page of a book | * In addition to level 3, can explain major differences between books that tell stories and books that give information * In addition to level 3, knows and uses additional text structures (e.g., glossary, index, author page, headings) |
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| Describes the relationship between illustrations and the text (RL.K.7; RI.K.7)  \*Independently or with read aloud | With prompting and support,   * Is unable to describe the relationship between illustrations and the story/text in which they appear | With prompting and support,   * Inconsistently describes the relationship between illustrations and story/text in which they appear | With prompting and support,   * Consistently describes the relationship between illustrations and the story/text in which they appear (e.g., what moment in a story an illustration depicts; what person, place thing, or idea in the text an illustration depicts) | Without prompting and support,   * Consistently describes the relationship between illustrations and the story/text in which they appear |
| Compares and contrasts similarities and differences in text (RL.K.9; RI.K.9)  \*Independently or with read aloud | With prompting and support,   * Is unable to compare and contrast the adventures and experiences of characters in familiar stories * Is unable to find similarities or differences between two texts on the same topic | With prompting and support,   * Inconsistently compares and contrasts the adventures and experiences of characters in familiar stories * Inconsistently identifies basic similarities and differences between two texts on the same topic | With prompting and support,   * Consistently compares and contrasts the adventures and experiences of characters in familiar stories * Consistently identifies basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) | Without prompting and support,   * Consistently compares and contrasts the adventures and experiences of characters in familiar stories * Consistently identifies basic similarities in and differences between two texts on the same topic |
| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Demonstrates understanding of the organization and basic features of print (RF.K.1) | * Is unable to follow words from left to right, top to bottom, and page by page * Is unable to recognize that spoken words are represented in written language by specific sequences of letters * Is unable to understand that words are separated by spaces in print | * Inconsistently follows words from left to right, top to bottom, and page by page * Inconsistently recognizes that spoken words are represented in written language by specific sequences of letters * Inconsistently understands that words are separated by spaces in print | * Consistently follow words from left to right, top to bottom, and page by page * Consistently recognizes that spoken words are represented in written language by specific sequences of letters * Consistently understands that words are separated by spaces in print | In addition to Level 3,   * Consistently recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) |
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| Demonstrates understanding of spoken words, syllables, and sounds (RF.K.2) | * Is unable to recognize and produce rhyming words * Is unable to count, pronounce, blend, or segment syllables in spoken words * Is unable to isolate or pronounce the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | * Inconsistently recognizes and produces rhyming words * Inconsistently counts, pronounces, blends, and segments syllables in spoken words * Inconsistently isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | * Consistently recognizes and produces rhyming words * Consistently counts, pronounces, blends, and segments syllables in spoken words * Consistently isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | In addition to Level 3,   * Consistently distinguishes long from short vowel sounds in spoken single-syllable words * Consistently orally produces single-syllable words by blending sounds, including consonant blends * Consistently isolates and pronounces initial, medial vowel, and all final sounds in spoken single-syllable words * Consistently segments spoken single-syllable words into their complete sequence of individual sounds |
| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Knows and applies grade-level phonics and word analysis skills in decoding words (RF.K.3) | * Is unable to demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant * Is unable to associate the long and short sounds with common spellings (graphemes) for the five major vowels * Is unable to read common kindergarten high-frequency words * Is unable to distinguish between similarly spelled words by identifying the sounds of the letters that differ | * Inconsistently demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant * Inconsistently associates the long and short sounds with common spellings (graphemes) for the five major vowels * Inconsistently reads common kindergarten high-frequency words * Inconsistently distinguishes between similarly spelled words by identifying the sounds of the letters that differ | * Consistently demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant * Consistently associates the long and short sounds with common spellings (graphemes) for the five major vowels * Consistently reads common kindergarten high-frequency words * Consistently distinguishes between similarly spelled words by identifying the sounds of the letters that differ | In addition to Level 3,   * Consistently knows the spelling-sound correspondences for common consonant digraphs * Consistently decodes regularly spelled one-syllable words * Consistently knows final – e and common vowel team conventions for representing long vowel sounds * Consistently uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word * Consistently decodes two-syllable words following basic patterns by breaking the words into syllables * Consistently reads words with inflectional endings |
| **Writing** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Uses a combination of drawing, dictating, and writing to compose opinion, informative/explanatory, and narrative pieces of writing (W.K.1; W.K.2; W.K.3; W.K.5) | * Is unable to use a combination of drawing, dictating, and writing to compose a piece of writing * Is unable to name the topic or a single event * Is unable to provide information or details about the topic or single event * Is unable to recount event sequentially * Is unable to provide a reaction to the event | * Inconsistently uses a combination of drawing, dictating, and writing to compose a piece of writing * Inconsistently names the topic or a single event * Inconsistently provides information or details about the topic or single event * Inconsistently recounts event sequentially * Inconsistently provides a reaction to the event | * Consistently uses a combination of drawing, dictating, and writing to compose a piece of writing * Consistently names the topic or a single event * Consistently provides information or details about the topic or single event * Consistently recounts event sequentially * Consistently provides a reaction to the event | In addition to Level 3,   * Consistently supplies reasons, facts, and details to support writing * Consistently provides a sense of closure * Consistently recounts events sequentially using temporal words |
| **Writing** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Demonstrates command of the conventions of standard English (L.K.1; L.K.2) | * Prints few upper and lower case letters correctly * Infrequently or never capitalizes the first word in a sentence and the pronoun *I* * Does not use end punctuation * Is unable to spell words phonetically | * Prints some upper and lower case letters correctly * Inconsistently capitalizes the first word in a sentence and the pronoun *I* * Inconsistently recognizes and uses end punctuation * Inconsistently writes a letter or letters for most consonant and short-vowel sounds * Inconsistently spells words phonetically, drawing on knowledge of sound-letter relationships | * Consistently prints many upper and lower case letters correctly * Consistently capitalizes the first word in a sentence and the pronoun *I* * Consistently recognizes and uses end punctuation * Consistently writes a letter or letters for most consonant and short-vowel sounds * Consistently spells words phonetically, drawing on knowledge of sound-letter relationships | In addition to Level 3,   * Consistently prints all upper and lower case letters correctly * Consistently capitalizes dates and names of people * Consistently uses end punctuation * Consistently uses commas in dates and to separate single words in a series * Consistently uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words * Consistently spells untaught words phonetically, drawing on phonemic awareness and spelling conventions |